FIRST STEPS TOWARDS IMPLEMENTING COLLABORATIVE PROFESSIONAL DEVELOPMENT PLANNING

MODULE TWO

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http://www.nj.gov/education/profdev/pd/teacher/

HOLD QUESTIONS

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- To ask a question, click once on the ***hand*** icon located at the top left of the screen. A hand icon will appear next to your name.
- Wait until the moderator recognizes you; when you are given the **go-ahead**, click once on the ***microphone*** icon at the bottom left of the screen and ask your question.
- After asking your question, **immediately** click on the ***microphone*** icon to release it.
- Listen to the response.
- Questions will be taken in numerical order.

Professional development is not the hood ornament; it is the engine of school improvement.

Bob Chase, former NEA President

MODULE TWO: GOALS

This is the second in a series of NJ DOE webinars on collaborative professional learning in New Jersey. The first webinar, which provides an overview of the changes in regulations, may be accessed at *www.nj.gov/education/profdev/pd/teacher*.

- Provide an update on professional development regulations
- Provide a foundation for the work: New Jersey's professional development standards
- Share a common language for professional learning among educators
- Discuss professional learning goals for teachers, administrators and local/school committees (January – September, 2009)
- Discuss new and expanded roles for teachers, administrators and local/school committees for school-based professional learning

WHAT ARE THE FIRST STEPS?
JANUARY THROUGH SEPTEMBER 2009

All educators **learn together** about collaborative planning and problem solving, starting by defining where you are as a school or district and where you want to go.

Tap into key resources to understand the rationale supporting a school community where educators **work together** to improve teaching and learning. Build shared knowledge by exposing all educators to the same information.

WHAT ARE THE FIRST STEPS?
JANUARY THROUGH SEPTEMBER 2009

Move together along a developmental continuum. The process is nonlinear; it is an interactive journey. Change what is within your collective power to change and celebrate successes.

Use New Jersey's collaborative professional learning toolkit often. The tools can help the school and local professional development committees, teachers and administrators **act together** to create a foundation for planning.

PROFESSIONAL DEVELOPMENT PLANS: NEXT STEPS

The first **school** level professional development plans will be written in fall 2009 for the 2010-2011 school year to be submitted to the LPDC.

The **district** professional development plan for the 2010-2011 school year will incorporate the school plans.

STATE SUPPORT FOR EDUCATORS

- Series of NJDOE webinars throughout 2009
- Convocation for superintendents and LPDC Chairs
- Regional training opportunities
- Opportunities offered by professional organizations and associations
- NJ DOE workshops upon request for districts and clusters of schools
- ***Collaborative Professional Learning in School and Beyond: A Toolkit for New Jersey Educators***
- **E-mail questions, toolkit access and workshop requests: teachPD@doe.state.nj.us**
- **National Staff Development Council *www.nsdc.org***

UPDATE: PROFESSIONAL DEVELOPMENT REGULATIONS

The other changes in the regulations appear in the first webinar at www.nj.gov/education/profdev//pd//teacher.

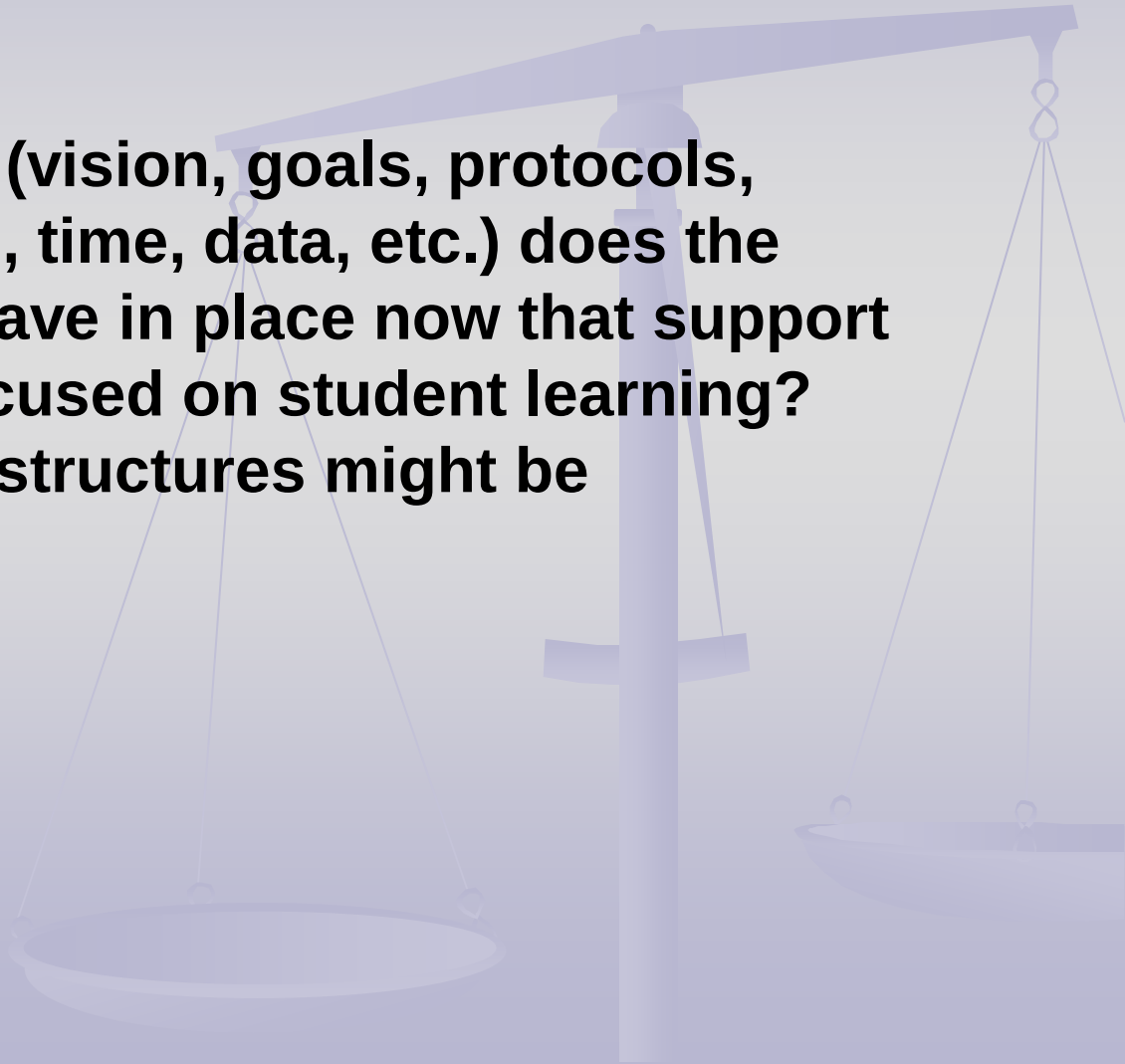
- ✓School professional development committee (SPDC) members' terms begin September, 2009.
  - Two members hold 3-year terms-Sept. 2009 to Aug. 2012
  - One member holds 2-year term-Sept. 2009 to Aug. 2011
- ✓Planning templates for school and district committees will be available in late spring 2009.
- ✓All teachers will be on the same five-year cycle beginning September 1, 2010.

PROFESSIONAL DEVELOPMENT STANDARDS FOR EDUCATORS: THE CONTEXT

- **Standard One: Learning Communities**
  - Hold the collective belief that everyone is a learner
  - Meet frequently for the purpose of planning and learning
  - Develop norms that support the commitment to learning
  - Focus on student learning through a continuous cycle of inquiry, reflection, planning, application, and improvement
  - Determine team learning needs based on data and supported by research, tools, consultants and leadership

CONSIDER:

What structures (vision, goals, protocols, design elements, time, data, etc.) does the district/school have in place now that support collaboration focused on student learning? What additional structures might be considered?

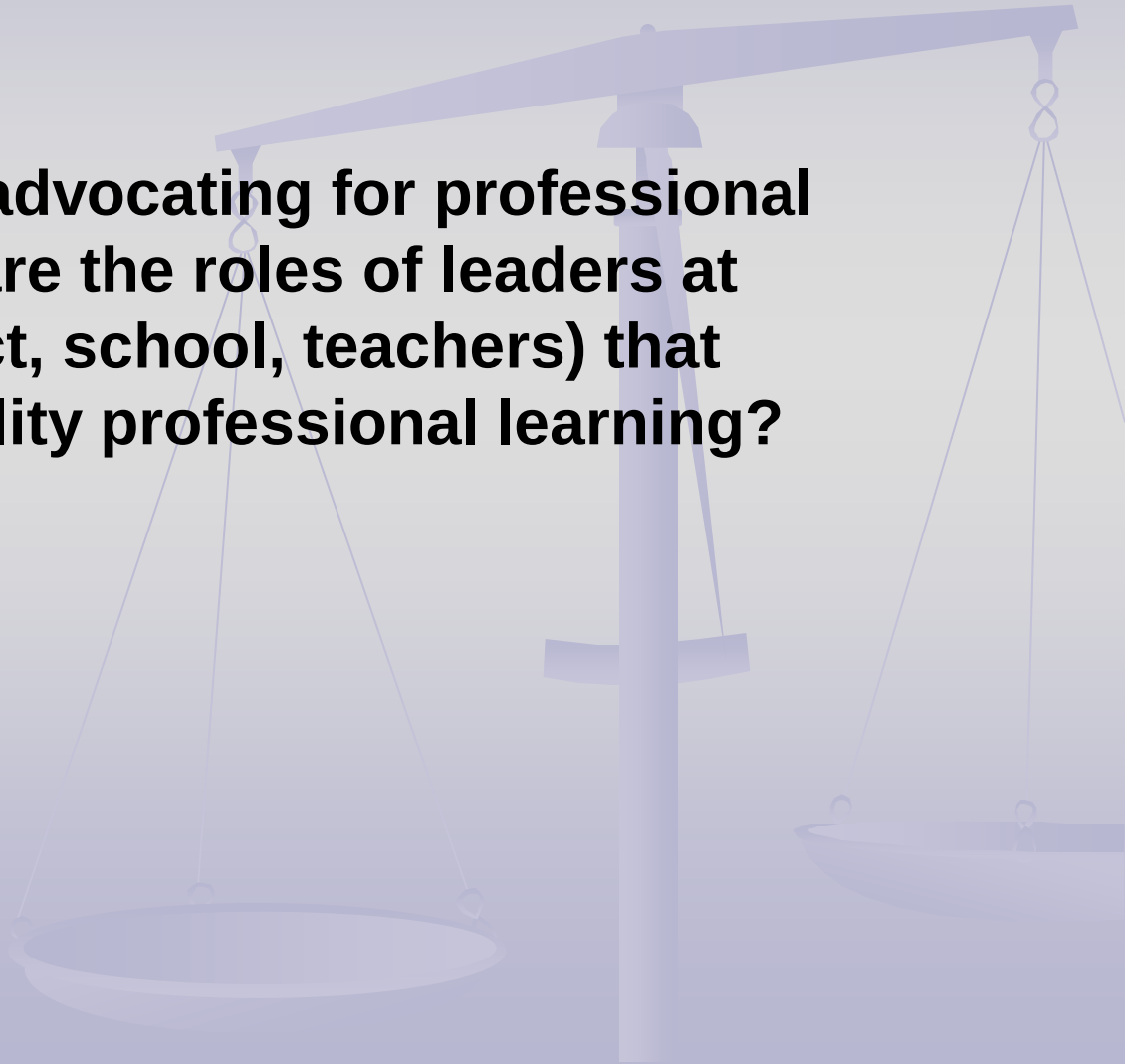


PROFESSIONAL DEVELOPMENT STANDARDS FOR EDUCATORS: THE CONTEXT

- **Standard Two: Leadership**
  - Provides support and fosters continuous improvement
  - Consistently advocates for improved student learning through high quality professional learning
  - Ensures professional development is aligned to system goals, programs and initiatives
  - Is involved in an ongoing, systematic planning cycle
  - Creates policies and structures that support team learning
  - Ensures resources are available to meet the team needs (facilitation, research, technology, time, etc.)

CONSIDER:

How are leaders advocating for professional learning? What are the roles of leaders at each level (district, school, teachers) that support high quality professional learning?

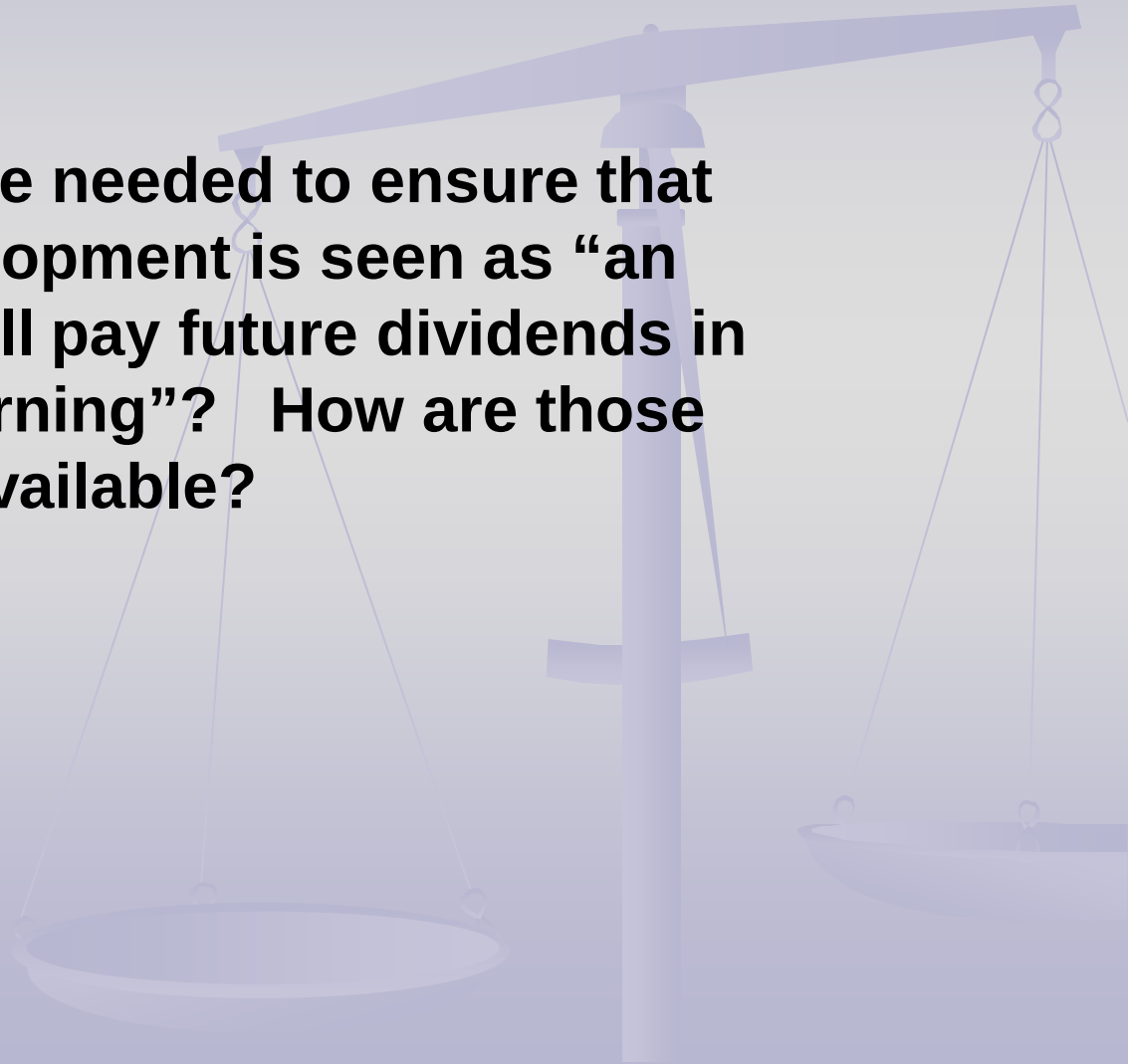


PROFESSIONAL DEVELOPMENT STANDARDS FOR EDUCATORS: THE CONTEXT

- **Standard Three: Resources** that support professional learning include:
  - Collaborative planning time
  - Leadership facilitation and advocacy
  - Professional learning days
  - Research, learning resources and data
  - Protocols for team learning
  - Availability of consultants to deepen learning activities
  - Feedback loops for improvement
  - Workshops and trainings

CONSIDER:

What resources are needed to ensure that professional development is seen as “an investment that will pay future dividends in improved staff learning”? How are those resources made available?



A COMMON LANGUAGE

The vision:

The member organizations of the Professional Development Partnership are committed to a collective vision to assist educators in creating effective, high functioning learning communities for the purpose of improved student learning.

Partners:

- **New Jersey State Department of Education – www.nj.gov/education**
- **New Jersey Association for Supervision & Curriculum Development— www.ascd.org**
- **New Jersey Principals and Supervisors Association – www.njpsa.org**
- **New Jersey Education Association – www.njea.org**
- **New Jersey Association of School Administrators – www.njasa.net**
- **Center for Innovative Education at Kean University – http://cie.kean.edu**

A COMMON LANGUAGE

Three Purposes

1. *A Common Language* **describes the essential terms in shaping and discussing a professional learning community (PLC) structure.**
2. **The document is an invitation to all educators to share a common language and understanding of a professional learning community.**
3. **The partners believe that implementing professional learning communities in schools creates the context for maximum learning.**

A COMMON LANGUAGE

"A professional learning community is a team or group of teams working interdependently to achieve a common goal for which members hold themselves mutually accountable." (DuFour, 2006)

"An effective, high functioning team regularly engages in collaboration through job-embedded opportunities that build upon and extend the shared knowledge of team members." (DuFour, 2006)

A COMMON LANGUAGE

In a professional learning community, collaboration focuses on the critical questions of learning:

- What is essential for students to know?
- How will we know when they have learned it?
- What interventions will we put in place when they don't learn it?
- What do teachers need to know and be able to do to support the student learning?
- What professional learning must the team engage in for student learning?

A COMMON LANGUAGE

Collaborative teacher teams engage in collective inquiry into their practice by:

- Examining data on student progress
- Analyzing student work
- Determining effective strategies to facilitate learning
- Designing and critiquing powerful lessons
- Developing classroom-based common assessments to measure progress

WHY COLLABORATE?

Collaboration

- Moves beyond isolated teaching to sharing, reflecting upon, analyzing and refining teaching practices
- Deepens expertise in content and pedagogy
- Ensures professional learning is relevant and embedded in the daily work of teachers
- Creates a culture of shared responsibility, shared problem solving, and shared decision making
- Creates a culture of “learning by doing”
- Emphasizes a focus on student learning

WHY COLLABORATE?

"The case for operating schools and districts as PLCs is compelling; it is supported by research, proven in practice, endorsed by professional organizations, and, best of all, grounded in common sense. We cannot recall a single time when we have reviewed the evidence in support of PLCs with a group of educators, and they have opposed the concept."

DuFour, DuFour and Eaker

***Revisiting Professional Learning Communities at Work* (2008)**

WHAT IS THE TASK IN 2008-2009?

All educators learn about planning for collaborative professional learning:

- School professional development committees (SPDC)
- Teachers and teacher leaders
- Principals
- Support staff
- Parents
- Local professional development committee (LPDC)
- District administrators
- Local school board members
- County professional development boards (CPDB)

WHAT IS THE TASK IN 2008-2009?

Planning Committees (CPDB, LPDC, SPDC)

- Know and use the Professional Development Standards for Educators and how they support the district planning process.
- Identify the vision for professional development and professional learning in the school and district.
- Mine the district and school expertise at all levels that will support professional learning.

WHAT IS THE TASK IN 2008-2009?

Planning Committees (CPDB, LPDC, SPDC)

- **Identify research and resources to understand the functions and protocols of high quality professional development.**
  - **NJ Toolkit:** *Collaborative Professional Learning: In School and Beyond*
  - **Key sources (free) for information and resources can be found at:**
    - *www.nsdc.org (research, publications, standards)*
    - *www.allthingsplc.org (exemplars)*
    - *www.sedl.org (research, information and templates)*
    - *www.nsrfharmony.org (protocols for teams and PLCs)*
    - *www.solution-tree.com (resources)*
  - **NJ Professional Development Standards for Educators**
  - **Current district professional development plan**
  - **Current district and school vision and goals**

WHAT IS THE TASK IN 2008-2009?

Planning Committees (CPDB, LPDC, SPDC)

- **Create learning opportunities for committee members to engage in dialogue on the purpose of planning for professional development, the processes, and the implementation of school-based learning.**
  - **Understanding the key attributes of effective professional learning**
  - **Understanding the use of data for planning**
  - **Creating effective collaborative learning opportunities for staff**
  - **Developing program evaluation**

WHAT IS THE TASK IN 2008-2009?

Planning Committees (CPDB, LPDC, SPDC)

- **Identify school/district data that will assist committees in developing plans based on student learning needs.**
  - **Achievement (state, district/school formative and summative assessments, portfolios, projects, etc.)**
  - **Demographic (the context of who the school community is)**
  - **Perception (beliefs and understandings of the school community)**
  - **Organizational (instruction, programs, approaches to learning)**

WHAT IS THE TASK IN 2008-2009?

Planning Committees (CPDB, LPDC, SPDC)

- **Develop or identify needs assessments items to support teachers in identifying the specific learning needs of students in their school/grade level/department.**
  - Use of Standards Assessment Inventory, NSDC
  - Use of Tool 1.1, NJ Toolkit
- **Make connections. Identify state/district/school priorities, programs, initiatives and how professional development will build capacity for and sustain improvement efforts.**

WHAT IS THE TASK IN 2008-2009?

School and District Leaders

- Share knowledge, research and best practices about professional development throughout the district with both principals and teachers.

⚠ **Toolkit**: Chap. 12. Use Tool 12.1 with school and district leaders to reflect on the backmapping model for results-based staff development.

- Explore how time can be used during the school day for collaborative professional learning.

  ✓ How can time be structured differently or consolidated to facilitate collaboration?

⚠ **Toolkit**: Chap. 7. Use Tool 7.3 to explore how to find time for professional learning. Share with all staff examples of schools' strategies in Tool 7.4.

WHAT IS THE TASK IN 2008-2009?

School and District Leaders

- Involve staff in setting **goals** for student learning.

  - ✓ **What are the district strategic goals that inform teachers' planning?**
  - ✓ **What data do teachers need when planning for student learning?**

⚠ **Toolkit**: Chapters 2 & 3. Engage school staff in conversations and activities around standards using tools 2.1, 2.2 and 3.2.

- Prepare principals to participate in teacher learning teams and to support teacher leadership roles.

⚠ **Toolkit**: Chapter 11. Engage principals in discussions around tools 11.1 through 11.8.

WHAT IS THE TASK IN 2008-2009?

Teachers

- **Think about forming collaborative teams.**

  Who will constitute each team?

  Who will facilitate each team?

  How will teams develop strong skills in collaboration?

  How will teams build trusting relationships?

  How should teams be organized to work on student learning goals, assess progress, analyze data, and improve instruction?

Toolkit: Chapters 3 & 6. Use Tool 3.1 to identify attributes of collaborative learning and use Tool 3.4 to gain clarity on hopes and fears of teachers engaged in collaboration. Use Tool 6.2 to analyze strengths and weaknesses of a team and use Tool. 6.3 to create an understanding of the work of a team.

The most successful learning occurs when teachers teach effectively in their own classrooms but also find solutions together. In such schools, teachers operate as team members, with shared goals and time routinely designated for professional collaboration. Under these conditions, teachers are more likely to be consistently well informed, professionally renewed, and inspired so that they inspire students.

Shirley Hord, Professional Learning Communities, 1997

WHAT WILL CHANGE?

Learning teams take on broad responsibilities: planning, organizing and engaging in job-embedded professional learning. Some examples of professional learning include identifying essential student learnings, creating and refining lessons, writing common assessments, and analyzing data. Ongoing, job-embedded professional learning activities, when purposeful and effective, are actually a collective response to students' learning needs (both individual and group).

Toolkit: Chap. 3. Use Tools 3.1, 3.2 and 3.4 to reflect on professional learning.

District administrators support schools in developing collaborative models, help principals learn the skills to foster team learning, collaborate with principals to develop criteria for recruiting team facilitators, and promote successful practices by encouraging cross-school collaboration.

Toolkit: Chap. 12. Use Tool 12.1 to reflect on staff development; use Tool 12.2 to educate school staff on professional learning possibilities.

WHAT WILL CHANGE?

Principals provide opportunities to deepen teachers' content knowledge, to use research-based instructional strategies, to create common classroom assessments, and to analyze data (using formative and summative data).

Toolkit: Chap. 11. Use Tool 11.1 to reflect and learn; use Tools 11.2 through 11.8 to spark faculty and team discussions.

Principals work with district administrators to provide (a) time for educators to engage in meaningful collaboration; (b) summative performance data in user-friendly formats and (c) high quality resources to support teachers and teams.

Toolkit: Chap. 7. Use Tool 7.1 and 7.6 to spark faculty and team discussions.

WHAT WILL CHANGE FOR TEACHERS?

- **Teachers will lead—**planning their own, job-embedded learning; setting teaching and learning goals; conducting action research; determining interventions for struggling students; and assessing the effectiveness of instruction in order to improve teaching and increase student learning, among other things.

Examples of teacher leader roles:

✓facilitator of collaborative teams ✓instructional coach
✓workshop presenter ✓curriculum/assessment committee member
✓department chair ✓ school improvement team member
✓ illustrator of model lessons ✓mentor of novice teachers

Toolkit: Chapters 8 & 9. Use Tools 8.1 through 8.7 for data-driven decisions; use Tool 9.1 to identify essential student learnings.

PROFESSIONAL LEARNING COMMUNITY (PLC) IN ACTION

From The Learning Principal, April 2008 (NSDC)

Interview with Stefanie Holzman

Principal, Roosevelt Elementary School, Long Beach, CA

By Valerie Von Frank

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Q: What changed in the staff's approach to teaching and learning?

"We train every teacher in good instruction . . . . Then we ask teachers to monitor students' learning in the middle of the lesson. If students are not getting it, stop and reteach."

"To get that change in the culture, we had to start collaborating. I said, 'Give me a pie chart of what you talked about at your grade-level meeting.' They realized they were talking about parking lot issues, not . . . student data, how to teach better, how to reach students at risk."

PROFESSIONAL LEARNING COMMUNITY (PLC) IN ACTION

"I asked them to collect data on every child by name every month. We began to analyze the data. First, it was just the facts, the numbers. The second step was, what patterns do you notice. The last step was, what are your next steps? That was a really big change."

"Now grade-level meetings are focused on the needs of students."

Q: That's a big culture shift.

"I think the shift began when we started talking about the window and the mirror. The window is when we look outside and say, '*Those* kids... *those* parents....' All we can control is what we see in the mirror. And who do you see in the mirror?" *You*.

PROFESSIONAL LEARNING COMMUNITY (PLC) IN ACTION

Q: What did the professional learning look like that helped you make this change?

"We made charts of the data . . . . Then we . . . Categorized them into mirror statements and window statements. In the beginning, it was all window statements. And I said, '*What* can you *do* about that?' It was conversations, and not all comfortable conversations."

Q: What advice do you have for other schools?

"If we can do it at Roosevelt, anybody can do it."

Roosevelt Elementary School is a recipient of the 2006 National Change Award from Fordham University. All students qualify for free or reduced-price lunch, 85% are English language learners, and 99% are minority.

From the Editor of The Journal of Staff Development:

Enabling teachers to meet together every day does not make them a professional learning community. Becoming a professional learning community requires intention, a focus on learning, a focus on results, a commitment to collegiality, and a willingness to reshape the school's culture.

Tracy Crow, JSD, Summer 2008 (NSDC)

Synopsis: The First Steps

January through September 2009

- All educators **learn together** about collaborative planning and problem solving.
- All educators **work together** to improve teaching and learning.
- All educators **move together** along a developmental continuum.
- All educators **act together** to create a foundation for planning.

POWERFUL RESOURCES

To get started, the following resources are recommended:

Standards for Staff Development, **revised. 2001, NSDC**

NSDC's Standards for Staff Development, **Pat Roy, 2006 (a training manual), NSDC**

Learning by Doing. **DuFour, Dufour and Eaker, Solution Tree, 2006**

Powerful Designs, **2nd edition. Ed. Lois Brown Easton, 2008, NSDC**

Collaborative Professional Learning in School and Beyond: A Toolkit for New Jersey Educators

Online until Dec. 31, 2009—password protected

Refer to December 2008 memo

POWERFUL RESOURCES

Additional recommended resources:

Team to Teach: A Facilitator's Guide to Professional Learning Teams. **Anne Jolly, 2008, NSDC**

A Facilitator's Guide to Professional Learning Communities, **SERVE Center, 2005**

The Learning Educator. **Stephanie Hirsh and Joellen Killion, 2007, NSDC**

Transforming Schools through Powerful Planning. **Kay Psencik and Stephanie Hirsh, 2005, NSDC**

Leading Professional Learning Communities. **S. Hord and Sommers, 2007, Corwin Press**

POWERFUL RESOURCES

Finding Time, **Ed. Valerie Von Frank, 2008, NSDC**

Creating a Culture of Professional Learning, **Ed. Valerie Von Frank, 2008, NSDC**

Revisiting Professional Learning Communities at Work. **DuFour, DuFour, Eaker, and Many, 2008, Solution-Tree**

www.allthingsplc.org **www.nsdc.org**

www.assessmentinst.com

Webinar Number Three:

Building a Culture of School-Level Collaborations

"If schools are to maintain direction especially when change becomes real and resistance arises, school systems must create a culture that places value on managing by results, rather than on managing by programs."

Inventing Better Schools, Schlechty, 1997

Webinar Topics

- **Defining and understanding culture**
- **Using culture audits**
- **Developing norms**
- **Creating time**
- **Building relationships**
- **Building cohesiveness**

ASK YOUR QUESTIONS

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- Listen to the response.

Webinars Two and Three will be online after Feb. 3rd at:

www.nj.gov/education/profdev/pd/teacher

- To view the webinar you will need a headset (microphone and ear phones).
- Before accessing the webinar check your computer by going to www.elluminate.com/support. At this site, the system will notify you whether the Java application is already on your computer. If it is not, you must download it. There is no charge.
- Continue following the directions to check your computer's audio system, both spoken and heard. When you are ready, go to the Web site at the top of this slide to access the webinar powerpoint.

Email questions about professional development

TeachPD@doe.state.nj.us